



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Governors’ Inclusion and Special Educational Needs and Disability Policy

Highbury Primary and Nursery School’s mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

Jo Watson, Headteacher

Lyndsey Knight, Assistant Headteacher and Inclusion Leader (SENCO)

Incorporating Special Educational Needs Information

in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and the Special Educational Needs and Disability Code of Practice (2015)

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Education Inspection Framework July 2022.
- The Equality Act 2010
- Ofsted SEN Review 2022: Right support, right place, right time.
- The Children and Family Act 2014

1. Basic Information

- This policy is in keeping with the school’s aims, its teaching and learning policy and its policy of equal opportunity.
- The Governing Body and staff of the school ensure that Highbury Primary offers children the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives. (SEN review 2022)

- We have the same academic, technical or vocational ambitions for almost all of our learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs. (Ofsted Framework, 2022)

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. (Ofsted Framework, 2022)
- Every effort is made to narrow the gap in attainment between vulnerable groups of learners, including those with SEND, and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities and resources are provided for children who are learning EAL.

3. Key principles

Outlined below are the key principles outlined in the Code of Practice (2015)

Local authorities, in carrying out their functions under the Children and Families Bill, must have regard to:

- The views, wishes and feelings of the child or young person, and their parents;
- The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- The need to support the child or young person, and their parent, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
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We ensure our teaching is matched to the pupil's learning and that all learners experience a broad and balanced curriculum: High quality teaching that is adaptive teaching and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014 (The SEN Code of Practice 2014). In our academy we additionally provide for children by giving learning support either in the classroom or through individual or small group work to learn specific skills by withdrawal for a short time each day over a number of weeks.

4. Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Highbury Primary and Nursery are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion and SEN Policy to the Inclusion leader.

See the table of the roles and responsibilities at Highbury Primary School.

Roles and Responsibilities

At Highbury Primary School and nursery, all staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. All staff will foster good relationships with SEND pupils and display an understanding and empathy for their particular needs at all times.

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> • The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn • The head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion leader. • The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s and nursery’s provision in this regard through: <ul style="list-style-type: none"> • analysis of the whole-school pupil progress tracking system • maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and Inclusion leader) • pupil progress meetings with teachers • meetings with the Inclusion leader • discussions and consultations with pupils and parents
Inclusion Leader/ Special Educational Needs Coordinator (SENDCo)	<ul style="list-style-type: none"> • The Inclusion Leader is the Designated Teacher for Looked-After Children. They have responsibility for the inclusion of children who are adopted or in local authority care. <p>In line with the recommendations in the SEND Code of Practice 2014, the Inclusion leader will oversee the day- to-day operation of this policy in the following ways:</p> <ul style="list-style-type: none"> ▪ Maintenance and analysis of whole-school provision map for vulnerable learners ▪ Identifying on this provision map a staged list of pupils with special educational needs and disabilities – those in receipt of additional SEN support from the schools devolved budget and those in receipt of High Needs funding through an Education Health and Care plans ▪ Setting up and termly reviews of the SEN Support Plans ▪ Co-ordinating provision for children with special educational needs ▪ Liaising with and advising teachers ▪ Managing other classroom staff involved in supporting vulnerable learners ▪ Overseeing the records on all children with Special Educational Needs ▪ Contributing to the in-service training of staff ▪ Implementing a programme of the Person Centred Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review ▪ Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support

	<ul style="list-style-type: none"> ▪ Overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map ▪ Monitoring the school's system for ensuring that Pupil Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils ▪ Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs) ▪ Meeting at least half termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school leaders will guarantee planning and preparation time for teachers and Inclusion Leader to ensure that these meetings occur). ▪ Report regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. ▪ Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers. ▪ Attending area SENCO network cluster meetings and training as appropriate. ▪ Liaising with the school's and nursery's Inclusion/SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and disabilities (nationally, locally and within school) ▪ Liaising closely with a range of outside agencies to support vulnerable learners.
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<p>Ethnic Minority Achievement Coordinator (Inclusion Leader)</p>	<p>At Highbury Primary School, the Inclusion leader is also the EMA co-ordinator. The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:</p> <ul style="list-style-type: none"> ▪ Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map ▪ In collaboration with SLT, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds ▪ Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background ▪ Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice ▪ Overseeing the initial and on-going assessment records on all children with EAL ▪ Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress. ▪ In collaboration with the SLT, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds. ▪ In collaboration with the SLT, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL. ▪ Contributing to the in-service training of staff ▪ Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum ▪ Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information ▪ Attending EMA Co-ordinator network meetings and training as appropriate. ▪ Liaising with the school's and nursery's Inclusion/SEN Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities. ▪ Liaising closely with a range of outside agencies to ethnic & linguistic minority learners
<p>Class teacher and nursery practitioner (Room Leader)</p>	<ul style="list-style-type: none"> • Liaising with the Inclusion leader to agree: <ul style="list-style-type: none"> • Which pupils in the class are vulnerable learners • Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs. • Identifying which pupils may have a SEN Support Plan • Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's/nursery's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Pupil Passport to address a special educational need (this would include pupils with EHC Plans)

	<ul style="list-style-type: none"> ▪ Securing good provision and good outcomes for all groups of vulnerable learners by: <ul style="list-style-type: none"> • Providing adapted teaching and learning opportunities, including adaptations for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge • Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets. • Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
<p>TAs and Pastoral staff</p>	<p>Increase children's ability to access learning within the whole class environment, assisting them to overcome any barriers to their learning.</p> <ul style="list-style-type: none"> • Implement interventions under the guidance of the Inclusion Leader, such as Precision teaching, that support children to achieve their targets. • Help class teachers to annotate learning plans with information about interventions and progress made when they are reviewed termly.

	<ul style="list-style-type: none"> • Discuss any observations with the Class Teacher and Inclusion Leader. • Liaise with parents and other professionals, where necessary. • Review progress with children.
Governors	The Inclusion Governor monitors the SEND policy and provision through visits and receiving papers/data. They are informed and trained in matters relating to inclusion. They ensure that inclusion is an integral part of the school improvement (Journey to Excellence).
Parents	<p>Within the latest SEN Code of Practice, “There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels” (SEN Code of Practice 2015)</p> <p>In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. The school has a positive attitude to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Parents will be supported and enabled to:</p> <ul style="list-style-type: none"> • Recognise their responsibilities as parents and play an active and valued role in their child’s education • Have knowledge of their child’s entitlement within the SEN framework • Make their views known about how their child is educated • Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

In agreeing our staged arrangements, the school has taken into account the following statement:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code Of Practice (2015: Para 1.24)

Identification of pupils with SEND

The Code of Practice requires schools to make early identification of children with special educational needs, although we are mindful that children in early years develop at different rates from each other. At Highbury:

- We monitor our children’s progress throughout the school.
- We encourage parents to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child’s needs and the provision that is being made for them.
- Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in that class.
- In identifying a child as needing SEN support, the teacher should establish a clear analysis of the pupil’s needs. This should draw on:
 - ✓ teacher’s assessment and experience of the pupil, information from pupil progress, attainment, and behaviour.
 - ✓ individual’s development in comparison to their peers, the views and experience of parents,
 - ✓ the child’s own views (as appropriate)
 - ✓ and, if relevant, advice from external support services.

- If a child is not making the expected progress, the class teacher will devise interventions that are additional to, or different from those provided as part of the class's usual curriculum and strategies
- If the teacher, in consultation with parents, decides that a child may need further support beyond this to help them progress, they should seek the help of the SENCO.
- Strategies employed to enable the child to progress will be recorded.
- Some children will be identified as needing the involvement of external support services who can help with advice on new targets, provide more specialist assessments, give advice on strategies and materials, and in some cases provide support for particular activities.

Assessing and Reviewing pupils' progress

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- Daily monitoring and assessment
- Half termly Pupil Progress meetings with Head teacher / Deputy Head teacher / class teachers and year leaders
- Half termly evaluation of the effectiveness of interventions on the provision map.
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Half termly reviews, followed by at least termly reviews with Parents / Carers of those pupils on SEN Support Plans when the Class Teacher can discuss in detail the nature of the child's needs and the provision being made to meet those needs.
- Annual review of Education Health and Care Plans

In the reviews we will consider:

1. The progress made by the pupil.
2. The parent's views – parents will have the opportunity to discuss the targets at Parents Evenings (or any other convenient time) with the Class Teacher and/or a member of the Senior Leadership Team.
3. The principles of pupil participation – the views of the SEND child will be given due weight according to the age, maturity and capability of the child.
4. The effectiveness of the current targets.
5. Any updated information and advice.
6. Future action including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice and how to access it.

If at any stage of SEND support the child makes significant progress, they may revert to the previous support level. If a child is no longer considered to have special educational needs, extra support can cease and the child is taken off the SEND register.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Inclusion leader, other senior leaders and outside professionals such as governors and Academy Improvement Partner (AIP).
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning and lesson resourcing (PowerPoints)
- Professional dialogue between teachers and the Inclusion leader/EMA co-ordinator

- Informal feedback from all staff.
- Pupil discussions when setting new Pupil Passport targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Pupil Passports, evaluating the impact of Pupil Passports on pupils' progress.
- Attendance records and liaison with the Attendance Officer
- Regular meetings about pupils' progress between the Inclusion Leader/EMA co-ordinator and the Head teacher
- SEND review
- Headteacher's report to governors
- SEND governor visits alongside Inclusion Leader.

SEN INFORMATION REPORT

The contact details of all support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 can be seen on the Portsmouth Local Offer website at:

www.portsmouthlocaloffer.org

For further information, please see the school website under the '**SEND**' section on our school website.

Self-evaluation and monitoring arrangements

We are committed to ongoing self-review of our inclusive practice using arrangements that have been devised by the Portsmouth Local Authority and the nationally recognised SEND review process. We have a formal Trust-Wide ongoing self-review and is led by the Inclusion leader. This process supports our self-evaluation submission to the Office for Standards in Education (Ofsted).

Complaints

Any complaints relating to the Inclusion Policy will be dealt with under the school's normal complaints procedure.

Approved by the Governing Body:

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Approved:

Review: September 2025